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CENTRAL INTELLIGENCE AGENCY

INFORMATION REPORT

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COUNTRY Hungary

REPORT NO.

SUBJECT Military Science Department of
Eötvös University, Budapest

DATE DISTR. 4 September 1953

NO. OF PAGES 3

DATE OF INFO.

REQUIREMENT NO. 25X1

PLACE ACQUIRED

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REFERENCES

THE SOURCE EVALUATIONS IN THIS REPORT ARE DEFINITIVE.
THE APPRAISAL OF CONTENT IS TENTATIVE.
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SOURCE:

1. The Department of Military Science (Katonai Tanszek) of Eötvös Lorand University was located on the second floor of the Law School Building on Szerb utca 10.
2. The department, with its staff of about 30 persons, gave theoretical instruction to all students registered in the University, with the aim of preparing them for the reserve officer corps. The theoretical instruction during the school year was followed by one month's practical training in the field during the summer for the duration of a student's attendance at the University (See CS-K-16531⁷).
3. women students also had to attend some courses in the Military Science Department, but I do not know which. After that date women attended courses in air defense (legoltalmi ismeretek), in which they were given instruction in first aid. Female medical and pharmaceutical students also had one month of field training in the summer.
4. Theoretical instruction in military science was given three hours per week — on Tuesdays from 1100 to 1400 hours. The curriculum consisted of the following subjects:

a. Military tactics (Harcaszat)	e. Service drill regulations (Szolgalmi szabályzat)
b. Arms and Ballistics (Lökikpzés)	f. Chemical defense (Vegyvedelem)
c. Topography (Tereptan)	g. Technical instruction (Műszaki ismeretek)
d. Army Service Branches (Fegyvernemi ismeretek)	

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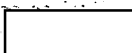
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5. The most important of these subjects were Military Tactics, taught six hours per month, and Arms and Ballistics, taught three hours per month. The other subjects were given alternately to cover the remaining three hours per month. [redacted] instruction in military science has begun in the first semester; before that date it began in the second semester. Although the Department had its own classrooms, instruction was given also in other classrooms of the University. 25X1
6. A record was kept of the students' attendance at the classes and their use of the library. In spite of this, the students managed to cut classes and to avoid the library.
7. Notebooks were issued to all students and stamped so that no leaves could be taken out of them unnoticed. The notebooks were classified and had to be surrendered intact at the end of the school year, but control was not too strict. Many students forgot to return their books and suffered no untoward consequences.
8. The students were given reading assignments in the well equipped library. Although the books were not supposed to be taken out of the reading room, many students took them out with them and returned them the same day. The books were obtained at the desk by showing the student's card and signing a library slip. The following books in the military publications series were supposed to be read for background in all arms and service branches by future reserve officers:
- a. Infantry Drill Regulations (Gyalogsági Szabályzat) -- The most important book for infantrymen, about 150 pp.
 - b. Topography (Tereptan) -- about 30 pp.
 - c. A small booklet describing the MIG and other planes -- about 30 pp.
 - d. A booklet on small arms from pistols to machine guns -- about 40 pp.
 - e. A booklet on heavy artillery, antitank guns -- 30 pp.
 - f. A booklet on technical regulations (Műszaki szabályzat) on the use of explosives, bridge buildings, etc. -- 30 pp.
 - g. A booklet on defense against chemical warfare (Vegyvédelmi ismeretek) -- about 30 pp.
 - h. A booklet on ballistics -- about 30 pp.
- I do not have more detailed information because I was not interested in these subjects and, therefore, I did not read the books.
9. The following arms and equipment were shown and described to us:
- a. Pistol, Soviet Model 1948-M, 7.65 caliber.
 - b. Automatic pistol, Soviet Model 1948-M, 7.65 caliber. It was a Degtyarev model which the students facetiously called "Davaygitar".
 - c. Long rifle (puska), Soviet Model 1948-M, and the Russian type fluted bayonet. The bayonet was carried fixed on the rifle except at night. I do not recall the caliber.

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- d. Machine gun (golyosó) with a circular magazine, Soviet model M-1948. The same caliber as the rifle.
- e. Machine gun (géppuska), Soviet model M-1948, belt ammunition. The same caliber as the rifle.
- f. Hand grenades:
 - (1) Hungarian-type "Vecsei" attack grenade, bottle-like, with a wire which had to be pulled out before counting five and throwing the grenade. Effective range of this grenade was 30 m. Several of these grenades could be strung together for use against tanks.
 - (2) Soviet-type defense grenade, pear-shaped, with a cap which had to be pulled out before counting five and throwing the grenade. Effective range was 200 m.
 - (3) In addition, we were told about a ball-shaped Soviet-type ignition flask filled with about two liters of gasoline and used against tanks.
- g. We were also told about a 1948 Soviet-model contact mine used with wires on the borders and the "stumbling" mine (Botló akna).
- h. We also heard about, but did not see, a protective mantle against poison gas, as well as rubber suits, boots, and gloves. The mantle was made of compressed paper. First aid against the effects of poison gas also was described. I recall the mention of blotting paper, chlor and dichlorethyl. Gas masks were described, as well as mustard and tear gases.
- i. The instructor talked about T-50 and T-34 tanks, heavy caliber and antitank guns of 45 mm. and 75 mm., MIG planes, etc. I do not recall the details. We were urged to familiarize ourselves with all types of weapons by reading.
- 10. All instruction was given by Hungarian instructors in Hungarian. There were no Soviet officers in the school.
- 11. In Topography we were assigned the tasks of drawing imaginary maps and charts and explaining how we would lead troops in by-passing villages and through forests, where to find water, distances, map legends, etc. The whole course was elementary.
- 12. During the semester we had occasional quizzes, and at the end of each semester and at the end of the school year we had examinations. The discipline in the classes was lax, the students were not interested, and the teachers did not seem to care too much whether we learned or not.

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